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ABSTRACT

This curriculum guide is intended to help instructors implement video production as a trade and industrial education course offering with communication skills woven into each unit. The guide is written for a double-period class, meeting 350 hours per year for two years. The first year is based on single camera production; the second year is based on multiple camera and audio sources. For the second year, a studio set-up is suggested, with at least two cameras and a special effects generator with switching, editing equipment, lighting, and a character generator. The guide is divided into units for the first and second years. Each unit consists of a time allotment, overview, unit outline, performance objectives, resources to provide suggested learning activities, vocabulary, and competencies. The first-year units include a survey of American media, introduction to video production, principles of photography, how televisions and videocassette recorders work, basic equipment, camera techniques, audio theory and lab, lighting, graphics, basic script writing, directing/producing the single camera production, basic editing, and student projects. The second-year units include ethical and legal implications of video technology, studio equipment, advanced camera techniques, advanced audio, studio lighting, special effects, on-camera performance, set design and props, directing, the producer, electronic editing, electronic journalism and research, advanced projects, developing employment skills, and new technology. A list of 66 resources concludes the guide. (YLB)

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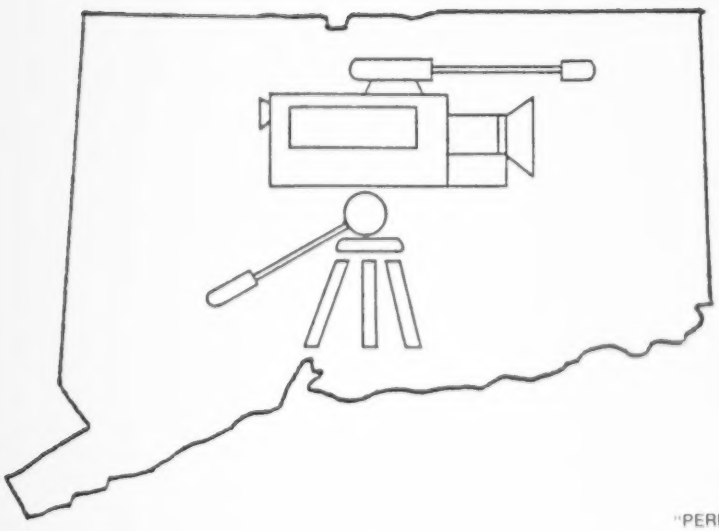
STATE OF CONNECTICUT

TRADE AND INDUSTRIAL EDUCATION

VIDEO PRODUCTION CURRICULUM GUIDE



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TRADE AND INDUSTRIAL EDUCATION

VIDEO PRODUCTION CURRICULUM GUIDE

Prepared for

Connecticut State Department of Education
Division of Vocational, Technical and Adult Education
Bureau of Vocational Services
Middletown, Connecticut

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June 1988

TRADE AND INDUSTRIAL EDUCATION

VIDEO PRODUCTION CURRICULUM GUIDE

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PREFACE

This curriculum guide has been written to serve as a working document for implementing Video Production as a Trade and Industrial Education course offering with communication skills woven into each unit. Students taking this course will receive a sound background as preparation for advanced training. The guide is an open-ended instrument which will permit teachers the flexibility of adding their own materials and methods effective for individual classes.

The guide is written for a double-period class, meeting 350 hours a year for two years. We suggest that school systems offer Video Production as an interdepartmental course. This course may earn Community College credits if a cooperative program is established between the secondary school and the local community college. At the least, it may be possible for the student who has taken this course at the secondary level to obtain a waiver the a basic level video production college course and go on to a higher level of learning upon entry to college

We realize that different schools will have varying levels of equipment available. Therefore, we have designed the first year based on single camera production. The second year is based on multiple camera and audio sources. Each school will be able to adapt the guide based on individual equipment capability. In order to fully utilize the second year of the guide, a studio set-up is suggested, consisting of at least two cameras, a special effects generator with switching, editing equipment, lighting, and a character generator.

The guide is divided into units for the first year and units for the second year. Each unit consists of a time allotment, overview of topics to be covered, performance objectives, resources to provide suggested learning activities, related vocabulary, and the competencies that students will master upon completion of each unit. These competencies are drawn from Connecticut's Common Core of Learning which has been adopted by the Connecticut State Department of Education for use in our public schools.

Unit I — Survey of American Media

Time Allotment — One week

Overview — This unit is designed as an overview of the various media and their roles in American life. Newspapers, magazines, books, film, radio and television provide news, information, marketing and entertainment. Though developing during different periods in history, these media now exist side-by-side. No other medium has been more influential on mass society than broadcasting.

Unit Outline

A. Print media

1. newspapers

a. early development
b. present role

2. magazines

a. early development
b. present role

3. books

a. early publishing
b. mass market

B. Non-print media

1. radio

a. early development
b. mass communication

2. film

a. early years
b. present role

3. television

a. early development
b. mass communication

Performance Objectives

Upon completion of this unit, students will:

1. define the role of each of the major media in American society
2. recognize the historical place of the major media in American society
3. contrast and compare the contribution and importance of each medium with the others
4. recognize the influence of the non-print media on American life.

Student Learning Activities	Resources
1. Define the role of each of the major media in American society	1. Readings and handouts
2. Recognize the historical place of the major media in American society	2. Articles and books on reserve in the school library
3. Interview a professional operating in the local media. The interviewer should consider questions concerning the role and responsibility of a professional	3. Community workers and media
4. Write a short paper outlining your observations about one issue from the readings, visitations, or class discussions	4. Articles and books on reserve in the school library

Vocabulary

media
print
non-print
mass communication

Common Core Competencies

Upon completion of this unit, students should be able to:

1. identify and comprehend main and subordinate ideas
2. adapt reading skills to differing types of materials
3. gather information from primary and secondary sources
4. understand the reality of the past and present and the possibilities of the future
5. understand the ethical and social implications of technology.

Unit II — Introduction to Video Production

Time Allotment — Two weeks

Overview — Video production is one of the fastest growing occupational and creative fields. It is a comprehensive area with a variety of opportunities available to those of all levels of interest and training. Video production is an effective form of communication that utilizes technical, creative and social processes. This unit will involve learning about the various jobs associated with the field and the types of organizations that employ and will train them.

Unit Outline

A. Orientation to the Course

1. course requirements
2. possible field internships
3. topics for video production

a. news broadcasts
b. course demonstrations
c. school activities

B. The Dimensions of Video Production

1. academic
2. vocational/technical

C. Video Production Personnel

1. management

a. general manager
b. program manager
c. other station management

2. technical specialists

a. camera operators
b. lighting and control specialists
c. other station management

3. specialized craft workers

a. artists
b. set designers
c. electricians
d. engineering personnel

4. T.V. journalism

    a. writers
    b. announcers
    c. researchers

D. Video Production Organizations

1. broadcasting

    a. T.V. stations
    b. cable T.V.
    c. major corporations

2. private enterprise

    a. private production facilities
    b. photographers
    c. free lance operators

Performance Objectives

Upon completion of this unit, students will:

1. discuss the various uses video production has as an instructional resource
2. identify the most common occupations found within the video production area
3. write a job description for a video production occupation which the student finds particularly interesting
4. identify the major organizations or institutions involved with video production
5. state the educational and vocational benefits of studying video production
6. write a letter to a resource requesting information about video careers.

Student Learning Activities	Resources
1. Review the course outline and requirements	1. Program Curriculum
2. Read chapter one "Exploring Careers in Cable/T.V."	2. Publication from Rosen Publishing
3. Tour the school video studio	3. Instructional Materials Center

4. Invite a guest speaker in to discuss a video occupation	4. Community resource
5. Arrange a tour of the local Cable T.V. franchise	5. Cable T.V. Company
6. Visit the school library to review their resources	6. School librarian
7. Write a report which identifies the skills and qualifications necessary for an entry-level video production occupation	7. Teacher-supplied format
8. Deliver an oral report to the class on a video-related occupation	8. Class exercise
9. Write a letter to a professional organization or association requesting information on a video-related job	9. Encyclopedia of careers
10. Discuss the educational benefits of video instruction	10. Class discussion
11. Survey the public or fellow students to determine possible video topics	11. Community research format

Common Core Competencies

Upon completion of this unit, students should be able to:

1. gather information from primary and secondary sources; write a report using that information
2. deliver an oral presentation using a coherent sequence of thought, clarity of presentation and suitable vocabulary and length
3. locate and use a variety of sources of information including print and nonprint materials, interviews and direct observations
4. consider the range of occupations that will be personally satisfying and suitable to his/her skills, interests and aptitudes.

Unit III Principles of Photography

Time Allotment Three weeks

Overview The principles of photography are the same whether the instrument used is a still camera, a motion picture camera or an electronic video camera. This unit is designed to acquaint the student with the origins of the photographic process, the physical and chemical principles behind this process, and the basic operation of some of the simpler tools used in photography.

Unit Outline

A. History of Photography

1. image formation by light

a. camera obscura
b. reflex camera

2. retention of image

a. early chemical processes
b. Niepce, Daguerre and following
c. successful commercial photography

3. image formation

a. photogram
b. pinhole camera
c. lens camera

C. Cameras

1. camera types

a. box camera
b. folding camera
c. reflex camera
d. motion picture camera

2. parts of the camera

a. viewing system
b. focusing system
c. shutter
d. aperture
e. lens

Performance Objectives

Upon completion of this unit, each student will be able to:

1. explain the origins of the photographic process
2. list some of the early developers of the photographic process
3. demonstrate the effect of light on light-sensitive materials
4. identify different types of cameras
5. expose satisfactory images on black and white film, using a camera with basic shutter and aperture controls.

Student Learning Activities	Resources
1. Readings on photography	1. Text and additional teacher-supplied materials
2. Make a photogram using print-out paper	2. Class activity
3. Use a pin-hole apparatus to demonstrate the principle of the camera obscura	3. Demonstration and class activity
4. Practice using controls on basic camera (light meter, aperture, shutter speed, film speed)	4. Class activity
5. Keep an exposure log for one roll of black and white film	5. Teacher-supplied format
6. Define the related vocabulary	6. Vocabulary list

Vocabulary

aperture
focus
latent
lens
negative
positive
reflex
shutter
spectrum

Common Core Competencies

Upon completion of this unit, students should be able to:

1. adapt reading skills to differing types of materials
2. define and use words
3. follow written directions
4. draw conclusions from sources of information.

Unit IV How TVs and VCRs Work

Time Allotment One week

Overview Most of the video production is not produced in large expensive studios but in small media or training centers. TVs and VCRs similar to those in the home are used. This unit will help the learner to understand these two basic devices that are necessary to video production.

Unit Outline

A. The TV set

1. TV camera
2. color

B. The TV receiver/monitor

1. controls

a. channel selector
b. brightness and contrast
c. vertical and horizontal hold
d. color and hue

2. connections

a. antennas and/or cable
b. video in/out, audio in/out

C. Cable TV

D. VCRs

1. format a compatibility
2. normal viewing procedures - controls
3. recording

a. off the air
b. with an automatic timer
c. from monitor to VCR

E. Portable VCRs and cameras
F. How VCRs work
B. Video tape

Performance Objectives

Upon completion of this unit, each student will be able to:

1. state the basic principle behind the functioning of a TV set
2. explain the purpose of and demonstrate the use of each TV control
3. demonstrate several types of antenna and/or cable hook-up
4. explain the purpose of and demonstrate the use of each VCR control
5. define the related vocabulary.

Student Learning Activities	Resources
1. Read unit on "How TV Works"	1. Today's video
2. Read the operation manual for a color TV	2. Instructional material center
3. Adjust the controls of a color TV to get a sharp, clear and well-balanced picture.	3. I.M. center equipment
4. Adjust the hue and color controls to get proper flesh tones and the right color.	4. I.M. center equipment
5. Troubleshoot a TV that doesn't work properly	5. Teacher-adjusted TV
6. Read a unit on TV receivers	6. Text today's video
7. Identify the various types of connectors used with TV and monitors	7. I.M. center supplies
8. Hook up a portable antenna using both twin lead and coaxial cable	8. Teacher-simulated exercise
9. Read a unit on how cable TV works	9. Today's video
10. Read an operation manual on a popular make of VCR	10. Teacher-supplied manual
11. Demonstrate the uses of the controls by operating unit	11. I.M. center equipment
12. Troubleshoot some problems of a VCR	12. Teacher-prepared exercise
13. Define the related vocabulary	13. Vocabulary list

Vocabulary

troubleshooting
format
compatibility
hue
coaxial
impedance
band
TV coupler

Common Core Competencies

Upon completion of this unit, students should be able to:

1. understand the implications of existing and emerging technologies on our society and our quality of life, including personal, academic and work environments

2. identify and formulate problems.

Unit V — Basic Equipment

Time Allotment — One week

Overview — In order to produce a video, certain pieces of equipment are required. This unit will cover the essential equipment and how to set up for video production.

Unit Outline

A. VCR

1. formats

a. 3/4"
b. VHS
c. Beta
d. 8 mm

2. setting up the VCR

a. connections, power and cords
b. setting speed

B. Camera

1. types

a. portable
b. Cam-corder

2. controls
3. connections

C. TV or monitor

1. types
2. connections

a. RF modulated signal
b. separate video and audio cords

D. Tripod

1. advantages
2. dolly

E. Lights

1. natural light
2. on-camera

    a. 120 volt
    b. 12 volt

3. portable

F. Mikes

1. types

    a. portable
    b. built-in

2. effectiveness

G. Maintenance

1. field
2. shop repair

Performance Objectives

Upon completion of this unit, each student will be able to:

1. identify the video formats
2. set up the tripod and mount the camera securely
3. connect the camera to the VCR
4. set the white balance on the camera (if applicable)
5. connect the VCR to a TV or monitor
6. record and play back a videotape
7. identify and exhibit proper care of equipment.

Student Learning Activities	Resources
1. Demonstration of videocassette recorder, tripod and camera(s) students will use	1. Lecture demonstration using equipment manuals
2. Read and discuss setting up equipment	2. Text

3. Discussion and demonstration of connectors and their use	3. Class activity using reference book handouts
4. Demonstration of mikes and connections to camera or VCR	4. Class activity using text and handouts
5. Demonstration and applications of lighting	5. Class activity
6. Define or identify the terms on the related vocabulary list	6. Vocabulary list

Vocabulary

connectors	UHF or PL 259
phone	VCR
phono or RCA	monitor
mini	RF
Cannon or XLR	cam-corder
BNC	input
F Connector	output

Common Core Competencies

Upon completion of this unit, students should be able to:

1. follow spoken and written directions
2. operate equipment from predefined procedures
3. assume responsibility
4. identify and formulate problems and proper solutions
5. define and use words.

Unit VI — Camera Techniques

Time Allotment — Four weeks

Overview — Moving visual images are either captured by the camera or created by camera techniques. This unit concentrates on using the camera to achieve basic filming techniques.

Unit Outline

A. Camera angles

1. sequencing shots

a. establishing shots
b. long shots
c. medium shots
d. close-up

2. angles

a. high angle
b. low angle
c. flat angle

3. point of view

a. subjective
b. omniscient
c. framing

B. Camera movement

1. use of tripod
2. pan
3. tilt
4. travel/follow shot

C. Altering distance

1. telephoto lens
2. wide angle
3. zoom lens

D. Basic effects

1. fade-in/fade-out
2. dissolve
3. swish pans
4. other effects

Performance Objectives

Upon completion of this unit, each student will be able to:

1. define the terms identified in the unit topics
2. analyze the camera techniques used in a film viewed
3. outline a sequence of shots
4. demonstrate the understanding of camera techniques by using equipment to produce these techniques.

Student Learning Activities	Resources
1. Film a series of still photographs demonstrating the camera angles and various lenses	1. Class activity
2. Plan and film a simple sequence of shots	2. Group activity
3. Produce footage that illustrates an understanding of basic camera techniques	3. Group activity
4. Read an analysis of a commercially-produced film	4. School library and text
5. View a professionally produced film and write an analysis of the camera angles, camera movement, lens use, and special effects used	5. Class activity
6. View professionally-produced still photographs and discuss the camera techniques used and their effectiveness	6. Field trip to museum, text, visiting photographer
7. Define the related vocabulary	7. Vocabulary list

Vocabulary

establishing shot
medium shot
high angle
flat angle
omniscient
pan
travel/follow shot
long shot
close-up
low angle
subjective
framing
tilt
dissolve

Common Core Competencies

Upon completion of this unit, students should be able to:

1. interpret literally and inferentially
2. define and use words
3. operate equipment from predefined procedures
4. develop an appreciation for original ideas, objects, and processes.

Unit VII — Audio (Theory and Lab)

Time Allotment — Two weeks

Overview — The course is concerned with video production. However, without audio, video would be like the old home movies. After this unit, the students will understand the theory of audio and its application to the production. Students will select the proper mike and its placement, attach cables and connectors, use sound effects and basic recording techniques.

Unit Outline

A. Mikes

1. transducer types

a. condenser
b. dynamic
c. crystal

2. pickup patterns

a. omnidirectional
b. cardioid
c. directional or unidirectional
d. bidirectional

3. impedance

a. high
b. low
c. transformers

4. cables and connectors

a. unbalanced line
b. balanced line
c. types of plugs and connectors

B. Sound effects

1. purposes
2. types

a. live
b. recorded
c. audio dub

C. Recording techniques

1. placement of mike

   a. on-camera
   b. hand-held
   c. stand
   d. lavaliere

2. unwanted noise

   a. wind
   b. mouth (p's)
   c. room noises
   d. feedback

3. sound level

   a. automatic (AGC)
   b. manual
   c. monitoring

Performance Objectives

Upon completion of this unit, each student will be able to:

1. identify the ways mikes produce their signals
2. list the pick-up patterns of various mikes
3. state the difference and how to match impedance
4. demonstrate proper placement of a mike under different conditions
5. connect a mike to a camera or VCR using the proper cable and/or adapter
6. demonstrate the use of sound effects
7. record a short audio sequence at the proper level.

Student Learning Activities	Resources
1. Identify the types of mikes	1. Text or handouts
2. Use mikes to check pick-up patterns and identify each mike shown on the handout	2. Handout, mikes
3. Read section on impedance and balanced and unbalanced lines	3. Text, handout

4. Record various sound effects, live and from record or tape	4. Audio recorder, record or tape
5. Using various mike placement, record different audio patterns to identify best mike to use and optimum placement	5. Mikes, recorder
6. Record a classmate giving a short speech	6. Mikes, cables, recorder
7. Using a short video clip with no sound, groups of students will prepare a sound track and compare sound tracks	7. Class activity
8. Define the related vocabulary list	8. Vocabulary list

Vocabulary

transducer
dynamic
condenser
crystal
omnidirectional
cardioid
directional or unidirectional
shotgun
bidirectional
PZM
lavaliere
wireless
VU meter
impedance
impedance transformer
boom
wind screen
frequency
intensity
mini plug
phone plug
RCA or phono plug
SLR or Cannon plug
automatic gain control (AGC)

Common Core Competencies

Upon completion of this unit, students should be able to:

1. adapt reading skills to different types of materials
2. define and use words
3. follow spoken and written directions
4. communicate ideas within a group in an organized manner
5. operate equipment from predefined procedures
6. assume responsibility
7. comprehend, develop, and use concepts and generalizations.

Unit VIII — Lighting

Time Allotment — Two weeks

Overview — Newer video cameras are remarkably sensitive to light and can produce images even in candlelit situations. However, good video production demands good lighting. Basic lighting setups need not be complicated or expensive.

Unit Outline

A. Light measurement

1. natural/artificial
2. color temperature
3. intensity
4. contrast

B. Outdoor lighting

1. reflectors
2. flags and diffusers
3. auxiliary lighting

C. Indoor lighting

1. key light
2. fill light
3. back light

D. Lighting equipment

1. floodlights
2. spotlights

Performance Objectives

Upon completion of this unit, each student will be able to:

1. use a light meter
2. set up a basic three-light system
3. produce an acceptable video picture using an outdoor location
4. produce an acceptable video picture using an indoor location.

Student Learning Activities	Resources
1. Readings on lighting	1. Text and additional teacher-supplied materials
2. Use a light meter to measure lighting conditions in an outdoor setting	2. Class activity
3. Use a light meter to measure lighting conditions in an indoor setting	3. Class activity
4. Draw a diagram of a basic indoor lighting setup using three lights	4. Class activity
5. Define the related vocabulary	5. Vocabulary list

Vocabulary

artificial	intensity
balance	Kelvin
contrast	natural
footcandle	optimum

Common Core Competencies

Upon completion of this unit, students should be able to:

1. identify and formulate problems and propose solutions
2. perform mathematical computations
3. apply mathematics in problem solving
4. define and use words.

Unit IX — Graphics

Time Allotment — One week

Overview — The beginning titles of a video production create an important first impression in the mind of the viewer. There are many simple techniques which can make this segment of the production professional-looking and effective.

Unit Outline

A. Requirements

1. format

a. horizontal/vertical
b. size of graphic
c. size of lettering

2. proportion

a. aspect ratio
b. essential area
c. transmission area

B. Tools

1. lettering

a. transfer
b. rubber stamp
c. stencil
d. typewriter
e. lettering systems (Kroytype, Letteron, Embossograph)
f. computers

2. illustrations

a. clip art
b. transfer
c. photographs
d. projected images

C. Presentation

1. still graphics

a. flip chart
b. "pulling graphics"
c. drop-in
d. commercial systems

2. moving graphics

   a. rolls
   b. crawls
   c. animation

Performance Objectives

Upon completion of this unit, each student will be able to:

1. determine proper size/proportion for still graphics
2. prepare lettering and illustrations for program titles
3. present a sequence of still graphics.

Student Learning Activities	Resources
1. Readings on graphics	1. Text and additional teacher-supplied materials
2. Using suitable lettering equipment, prepare a set of titles for a newscast	2. Class activity
3. Using a long strip of computer paper, prepare a set of titles to use as moving graphics (roll or crawl)	3. Class activity
4. Define the related vocabulary	4. Vocabulary list

Vocabulary

animation	horizontal
format	ratio
graphic	vertical

Common Core Competencies

Upon completion of this unit, students should be able to:

1. adapt reading skills to differing types of materials
2. perform mathematical computations
3. make estimates and approximations
4. apply mathematics in problem solving
5. define and use words.

Unit X — Basic Script Writing

Time Allotment — Two weeks

Overview — The foundation of good production is planning. Before shooting, students must prepare scripts and storyboards which will serve as springboards for all the aspects of active production. Scripts and storyboards also enable the student to plan realistic projects within the capability of their experience level, and the availability of equipment and time.

Unit Outline

A. Writing a script

1. the format of a script

a. audio column

1. spoken word sources
2. directions for talent
3. other audio sources

b. video column

1. camera directions
2. key camera shots
3. other information

2. the scripted approach

a. introduction
b. content
c. conclusion

3. the unscripted approach

a. factual background
b. technical preparation

4. combination scripted/unscripted approach

a. establishing a format
b. background preparation

B. Turning story into script

1. organizing the information
2. pacing the presentation
3. required visuals
4. audio

C. Storyboarding a script

1. images

a. drawings
b. photographs
c. illustrations
d. graphics

2. audio

a. narrative
b. sound effects
c. music
d. other sound

3. animatics

D. Turning a script into production

1. predicting production demands
2. script and storyboard revision

Performance Objectives

Upon completion of this unit, each student will be able to:

1. analyze a script and plan its production elements, based upon audience identification, time and equipment available
2. write a script containing introduction, content and conclusion
3. write a script containing dialogue
4. write a script using appropriate video and audio columns
5. compare a written script to its filmed version
6. write an original script according to established standards
7. organize a storyboard from a script
8. evaluate and revise a script and storyboard
9. define vocabulary.

Student Learning Activities	Resources
1. Read a short story, such as OCCURRENCE AT OWL CREEK BRIDGE, prepare a script and storyboard. Compare storyboards and scripts among class members. View the commercially prepared film and compare to class scripts and storyboards	1. Teacher handout, class activity
2. Given a collection of stock film, students will develop scripts and storyboards based on the film. These will indicate organization of information, pace of presentation, visuals and audio involved.	2. Teacher-supplied film stock
3. View a short commercial and produce the storyboard	3. Class activity
4. Watch a documentary on filmmaking, such as THE MAKING OF THE DARK CRYSTAL or THE MAKING OF RAIDERS OF THE LOST ARK, which shows storyboards and script creation and application	4. Video rental
5. Create a storyboard and script to be used for a potential individual project (see Unit XIII)	5. Class activity
6. Define related vocabulary	6. Vocabulary list

Vocabulary

audio column	video column
storyboard	script
visuals	graphics
narrative	animatics
production	dialogue

Common Core Competencies

Upon completion of this unit, students should be able to:

1. comprehend, develop and use concepts and generalizations
2. draw conclusions from sources of information
3. express original ideas through various media.

Unit XI — Directing/Producing the Single Camera Production

Time Allotment — One week

Overview — The director/producer supervises the production crew and oversees pre-production, production, and post-production activities.

Unit Outline

A. Three directing situations

1. scripted programs
2. semi-scripted programs
3. unscripted programs

B. Pre-production

1. the survey: reviewing the location
2. determining equipment needs

a. camera
b. videotape recorder
c. lighting
d. cables and connectors
e. sound
f. videotape

3. power

a. AC
b. batteries

C. Supervising the crew

1. scheduling
2. blocking and rehearsing
3. hand cues
4. set up and break down

D. Planning for editing

1. cutaways
2. establishing shots
3. close-ups
4. editing: shaping the final product

Performance Objectives

Upon completion of this unit, each student will be able to:

1. supervise talent and crew
2. make technical and aesthetic decisions
3. determine equipment and personnel needs
4. edit all elements into a coherent production.

Student Learning Activities	Resources
1. Write a checklist of equipment for a remote production	1. Appropriated chapters in Blumenthal
2. Videotape an interview	2. Available equipment
3. Videotape an unrehearsed event	3. Available equipment
4. Shadow a professional crew engaged in Electronic News Gathering	4. A local professional crew

Vocabulary

ENG (Electronic News Gathering)
EFP (Electronic Field Production)
MCR (Multiple Camera Remote)

Common Core Competencies

Upon completion of this unit, students should be able to:

1. answer and ask questions concisely
2. engage in oral discussion
3. communicate ideas within a group in an organized manner
4. express original ideas through various media
5. identify and formulate problems and propose solutions.

Unit XII — Basic Editing

Time Allotment — Two weeks

Overview — Editing is the organization and the assembly of shots into a logical sequence. It also includes all the audio: narration (on-camera and voice-over), ambient sound (recorded on location), sound effects and music (under and full). This unit will cover the two basic ways to edit with a VHS system. The first is editing in the camera and the second is assemble or assembly editing.

Unit Outline

A. In-camera editing (start/stop method)

1. scenes are shot in sequence
2. procedure to be used with school equipment
3. disadvantages of this method

B. Physical editing (VCR to VCR)

1. advantages and disadvantages of this method
2. physical set-up of player and recorder
3. steps of doing edit

C. Editing audio

1. using on-camera narration
2. voice-over narration
3. adding sound effects and music

Performance Objectives

Upon completion of this unit, each student will be able to:

1. identify the differences between in-camera editing and assemble editing
2. list the steps in doing an assemble edit
3. set up two VCRs to do an assemble edit
4. perform edits using the two methods of editing.

Student Learning Activities	Resources
1. View a videotape and identify and analyze edits	1. Class activity
2. Read and discuss procedure for in-camera editing	2. Text
3. Produce a short in-camera production with at least three edits	3. Group activity using camcorder or portable VCR
4. Read and discuss machine to machine editing	4. Text
5. Fill out log sheet for raw footage shot in earlier units of supplied by teacher	5. Class activity
6. Assemble-edit a short machine to machine sequence using raw footage and log sheet from Activity #5	6. Group activities using two VCRs
7. Read and discuss audio editing	7. Text
8. Define the related vocabulary list	8. Vocabulary list

Vocabulary

in-camera editing	stop editing
assemble edit	cutaway
log or shot sheet	jump cut
edit sheet or script	off-line editing
control track	on-line editing
source machine	voice over audio
recording machine	narration

Common Core Competencies

Upon completion of this unit, students should be able to:

1. participate actively in reaching group decisions
2. engage in oral discussions
3. ask and answer questions correctly and concisely
4. follow written and spoken directions
5. understand the implications of existing and emerging technologies on our society and our quality of life
6. gather, analyze, synthesize and evaluate information pertinent to the problem.

Unit XIII — Projects

Time Allotment — Six weeks

Overview — Projects should be ongoing throughout the first-year course. They should also serve as the culminating activity for that year. Students will produce a finished product, bringing together all the theory and production elements learned during this first year.

Unit Outline

A. Establishing production teams

1. identify individual interest and skill levels
2. define responsibilities and roles for each team member

B. Planning the project

1. writing the script

a. storyboard
b. developing a schedule
c. planning special needs

2. visuals
3. audio
4. lighting
5. camera techniques
6. equipment

a. determine needs
b. schedule use

7. special effects
8. graphics
9. editing

C. Working on a team

1. interaction and group dynamics
2. assuming responsibility for an assignment on a production team

Performance Objectives

Upon completion of this unit, each student will be able to:

1. select a form for their project
2. identify their roles in production

3. break down the project into its components for the purpose of planning and scheduling
4. relate skills learned from the previous units to the production of the project
5. discuss project implementation with instructor and peers
6. evaluate other projects when they are presented
7. support and defend choices made in producing their own project
8. combine individuals into an operant group.

Student Learning Activities	Resources
1. Review notes and materials from previous units	1. Student activity
2. Research additional information needed for the project	2. School library, primary research
3. Read additional background material related to the specific project	3. School library, primary research
4. Prepare a complete storyboard	4. Classroom activity
5. Write a script	5. Group activity
6. Plan a schedule, indicating deadlines and team member responsibilities	6. Group activity, teacher assistance
7. View filmed examples of projects similar to theirs	7. Classroom activity, film rental
8. Discuss the project's progress, problems and plans with team members and instructor	8. Group activity
9. Use all equipment needed for single-camera production	9. Classroom activity
10. Write an analysis of the production of the project	10. Notetaking journals
11. Write a critique of other projects	11. Written models
12. Complete a finished product of video technology, meeting the standards established by the instructor	12. Content of course
13. Interact with group members	13. Teacher directed

Vocabulary

All previous vocabulary lists

Common Core Competencies

Upon completion of this unit, students should be able to:

1. develop original ideas
2. communicate ideas within a group in an organized manner
3. operate equipment from predefined procedures
4. have the ability and willingness to assume responsibility
5. draw conclusions from sources of information
6. identify and formulate problems and propose solutions
7. express original ideas through various media.

Unit I — Ethical and Legal Implications of Video Technology

Time Allotment — Two weeks

Overview — Video technology involves not only production and creativity, but responsibility as well. Focusing on current ethical and legal aspects, this unit deals with the responsibilities and freedoms of video technology.

Unit Outline

A. The First Amendment

1. freedoms

a. censorship
b. pressure groups

2. responsibilities
3. protection from libel

a. tape delay mechanism
b. defining "public figures"
c. recognizing truth and accuracy

4. privacy and trespass
5. "false light"
6. private information

a. consent
b. public places

7. personal attack

B. Code of Ethics (Radio and Television News Directors Association)
C. Copyright Code

Performance Objectives

Upon completion of this unit, each student will be able to:

1. recall the First Amendment guarantees relating to video technology
2. explain the freedoms associated with video technology
3. identify the major legal and ethical controls on video technology
4. evaluate student video usage in terms of the legal and ethical codes.

Student Learning Activities	Resources
1. Read the First Amendment to the U.S. Constitution	1. Teacher supplied
2. Discuss various legal and ethical codes	2. Speaker from broadcast profession or a lawyer, professional association library
3. Analyze the relationship between these codes and student video production	3. Group activity
4. Write about and plant strategies to prevent potential problem areas with student video	4. Individual activity, teacher assistance
5. Read about actual video technology violations, discuss	5. Class activity, guest speaker
6. View a film whose theme deals with ethical/legal complications	6. Class activity
7. Define the related vocabulary	7. Vocabulary list

Vocabulary

ethics	libel
censorship	public figure
privacy	false light
consent	copyright
trespass	privilege

Common Core Competencies

Upon completion of this unit, students should be able to:

1. interpret literally and inferentially
2. engage in oral discussion
3. understand the ethical and social implications of technology
4. identify and formulate problems and propose solutions.

Unit II — Studio Equipment

Time Allotment — Two weeks

Overview — The small studio requires more equipment than the portable video system, more people to operate it, and more money to acquire it. Equipment is permanently installed in a room set aside as a television facility.

Unit Outline

A. The studio cameras

1. CCU
2. tripod
3. viewfinder

B. The video switcher and special effects generator

1. sync generator
2. fader
3. wipes and inserts
4. key

C. Videocassette recorders

1. editing
2. player

D. Monitors

1. preview
2. line

E. Lighting

1. key
2. fill
3. back
4. set

F. Set

1. backdrops
2. furniture

G. Sound

1. mike stands
2. audio-mixer
3. headsets

H. Optional equipment

1. character generator
2. film chain
3. teleprompter

Performance Objectives

Upon completion of this unit, each student will be able to:

1. operate a studio camera
2. understand the operation of the switcher and SEG
3. create a studio production utilizing all equipment in the studio.

Student Learning Activities	Resources
1. Readings on studio equipment	1. Text
2. Produce an interview, newscast, demonstration	2. Class activity
3. Define related vocabulary	3. Vocabulary list

Vocabulary

color bars
CCU
white balance
switcher
SEG
corner insert
intercom
external sync
vidicon
tally light
fade
wipe
key

Common Core Competencies

Upon completion of this unit, students should be able to:

1. identify and formulate problems and propose solutions
2. assume responsibility
3. express original ideas through various media
4. define and use words.

Unit III — Advanced Camera Techniques

Time Allotment — Two weeks

Overview — The second year of study will allow for multiple camera and audio sources; a studio set-up. More advanced camera techniques are now possible.

Unit Outline

A. Compositional elements

1. framing

a. use of space within the frame
b. spatial relationships of subjects and objects within the frame
c. spatial relationships across a sequence of scenes

2. looking room/interview
3. backgrounds
4. angles

B. Visual continuity

1. sequencing

a. LS-MS-CU
b. reverse angles
c. avoiding jump cuts
d. line of action
e. matching shots

2. cut-ins
3. cut-aways
4. into frame/out of frame
5. tilts, pans and zooms

C. Equipment usage for mood and effect

1. filters
2. camera movement
3. switchers

Performance Objectives

Upon completion of this unit, each student will be able to:

1. define the vocabulary
2. analyze techniques used in a film when viewed
3. plan a production using advanced techniques
4. demonstrate understanding of advanced camera techniques by using equipment to produce these techniques.

Student Learning Activities	Resources
1. Plan a sequence of shots considering composition, visual continuity, and equipment capability	1. Group activity
2. Produce footage that illustrates a mastery of advanced camera techniques	2. Group activity
3. Read an analysis of an advanced level commercially-produced film	3. School library, text
4. View a professionally-produced film and write an analysis of the composition, visual continuity and equipment usage within	4. Class activity
5. Define the related vocabulary	5. Vocabulary list

Vocabulary

composition	spatial relationships
looking room	visual continuity
reverse angle	line of action
cut-ins	cut-aways
montage	pacing
stock inserts	reaction shots

Common Core Competencies

Upon completion of this unit, students should be able to:

1. write a report, citing sources of information
2. operate equipment from predefined procedures
3. develop an appreciation for original ideas, objects and processes
4. comprehend, develop and use concepts and generalizations.

Unit IV — Advanced Audio

Time Allotment — Two weeks

Overview — This unit examines advanced audio and its application to improving the video production. Included are the use of a mixer with multiple mikes.

Unit Outline:

A. Selection of mikes

1. review of transducer-type mikes

a. condenser
b. dynamic
c. crystal

2. review of pick patterns

a. omnidirectional
b. cardioid
c. directional or unidirectional
d. bidirectional

3. review of impedance

a. high
b. low
c. transformers

B. Recording techniques

1. placement of mikes

a. stands (floor or table
b. overhead or hanging
c. lavaliere
d. wireless
e. off-camera

2. use of a mixer

a. connections and cables for inputs and outputs
b. balance of levels of sound sources
c. bass and treble
d. use of monitor and/or headphones

3. audio troubleshooting

a. cords and connections
b. mixer
c. VCR

Performance Objectives

Upon completion of this unit, each student will be able to:

1. demonstrate proper placement of mikes for effective audio
2. connect mikes to a mixer using proper cables and/or adapters
3. record a short audio sequence properly monitoring the sound level
4. identify and correct sources of interference and poor sound quality.

Student Learning Activities	Resources
1. Review types of mikes, pick-up patterns and impedance	1. Text and handouts
2. Read and discuss mixers and their purpose	2. Text and equipment manuals
3. Set up mixer and multiple mikes	3. Mikes, mixer and handouts
4. Record a short audio sequence using the set-up from activity #3	4. Audio recorder
5. Define the related vocabulary list	5. Vocabulary list

Vocabulary

mixer
bass
treble
dub
graphic equalizer
feedback
sound level
VU meter
patch cord

Common Core Competencies

Upon completion of this unit, students should be able to:

1. adapt reading skills to different types of materials
2. define and use words
3. follow spoken and written directions
4. communicate ideas within a group in an organized manner
5. operate equipment from predefined procedures
6. have the willingness to assume responsibility
7. comprehend, develop, and use concepts and generalizations.

Student Learning Activities	Resources
1. Readings on studio lighting	1. Text and additional teacher-supplied materials
2. Draw a diagram for lighting a sequence from a dramatic production	2. Class activity
3. Tape a studio interview using appropriate lighting equipment	3. Studio exercise
4. Define the related vocabulary	4. Vocabulary list

Vocabulary

density	waveform
proportional	Fresnel
diffuse	aesthetics

Common Core Competencies

Upon completion of this unit, students should be able to:

1. perform mathematical computations
2. make estimates and approximations
3. communicate ideas within a group in an organized manner
4. follow written directions
5. define and use words.

Unit VI — Special Effects

Time Allotment — Two weeks

Overview — Simple special effects can add greatly to the illusions created by television production and can be done in a small-studio production. More elaborate effects are beyond the scope of this curriculum and should be left to professionals.

Unit Outline

A. Optical effects
   1. mirrors
   2. false perspective
   3. projected images

B. Chemical effects
   1. rain, smoke, fog
   2. fire, explosions

C. Mechanical effects
   1. snow, ice
   2. breakaway props, furniture

D. Electronic effects
   1. inserts
   2. keying
   3. superimposing

E. Sound effects
   1. synchronized with visuals
   2. create separate effects

Performance Objectives

Upon completion of this unit, each student will be able to:

1. create special effects in each of the five categories discussed
2. devise special effects for a dramatic sequence.

Student Learning Activities	Resources
1. Readings on special effects	1. Text and additional teacher-supplied materials
2. Use a special effects generator to enhance a dramatic sequence	2. Class activity
3. Create simulated weather effects for a production sequence	3. Class activity
4. Use audio effects to enhance a visual sequence	4. Class activity
5. Define the related vocabulary	5. Vocabulary list

Vocabulary

superimpose	insert
chroma keying	illusion
alignment	aerosol
breakaway	granular

Common Core Competencies

Upon completion of this unit, students should be able to:

1. interpret literally and inferentially
2. define and use words
3. follow spoken directions
4. operate equipment from predefined procedures
5. have the ability and willingness to assume responsibility.

Unit VII — On-Camera Performance

Time Allotment — Two weeks

Overview — The time involved in preparing and planning a video production is far more extensive than the time actually spent on camera. All of these efforts and resources can be wasted by an ineffective on-camera performance. This unit will help to identify and utilize the video talent necessary to insure the performance accurately reflects the planning.

Unit Outline

A. Preparation

1. personnel

a. rehearsals

2. make up

a. materials
b. powders
c. techniques

3. wardrobe

a. costume
b. clothing
c. accessories

4. the set

a. furnishings
b. props

B. The performance

1. prompts

a. teleprompter
b. cue cards

2. speech

a. tone
b. pitch
c. vocabulary

3. non-verbal communication

   a. gestures
   b. expressions
   c. posture

Performance Objectives

Upon completion of this unit, each student will be able to:

1. plan and participate in rehearsal of an on-camera performance
2. identify the common types of make up and explain how they are used
3. identify the clothing and accessories appropriate for several different on-camera performances
4. identify the various prompting devices and select one for use during an on-camera performance
5. deliver a speech incorporating the principles of effective public speaking.

Student Learning Activities	Resources
1. Plan a video production rehearsal	1. Class or studio
2. Identify the do's and don'ts of being a video talent	2. Class discussion
3. Invite a radio D.J. or T.V. broadcaster in to discuss their work	3. Community resource
4. Invite a beautician in to discuss make up	4. Community resource
5. Visit a school of cosmetology	5. Community resource
6. Attend a school play	6. Drama club schedule
7. Apply make up to enhance the on-camera image	7. Class exercise
8. Ask a retail fashion store buyer or manager in to discuss fashions and image	8. Community resource
9. Practice dressing a store display dummy fashion coordinates	9. School store
10. Discuss the arrangement of a set with it's furnishings	10. Class discussions

11.	Practice reading a script using the	11. Studio
12.	Give a speech in class	12. Class
13.	Identify the non-verbal behavior of an on-camera performance	13. Video of a broadcast
14.	Define the related vocabulary	14. Class exercise

Vocabulary

teleprompter	cue cards
pancake base	liquid latex

Common Core Competencies

Upon completion of this unit, students should be able to:

1. identify the materials and processes used in the exhibition and public performance of works of drama
2. understand spoken instructions and give spoken instructions to others
3. deliver oral presentations, give a coherent sequence of thought and non-verbal communication appropriate to the purpose and audience
4. comprehend verbal and non-verbal presentations at the literal, inferential and evaluative levels.

Unit VIII — Set Design and Props

Time Allotment — Two weeks

Overview — Set design for television often involves using a field location to its best advantage. In a studio, the set can often be very simple and inexpensive. Because of the confined area in which much video production takes place, set design may be minimal.

Unit Outline

A. Sets

1. location

   a. studio
   b. field

2. fixed backgrounds

   a. drapes
   b. seamless paper

3. cycloramas
4. flats
5. set pieces
6. projected scenery

B. Props

1. set props (bookshelves, pictures, knick-knacks, etc.)
2. hand props (eating utensils, telephones, etc.)
3. practical props (sinks, stoves, etc.)

Performance Objectives

Upon completion of this unit, each student will be able to:

1. tape a program sequence in a field situation using existing lighting and background
2. tape a program sequence in a studio situation using a fixed background
3. make a list of props needed for a selected dramatic script.

Student Learning Activities	Resources
1. Readings on set design	1. Text and additional teacher-supplied materials
2. Make a set diagram of a field location	2. Class activity
3. Make a set diagram of studio location	3. Class activity
4. Read a dramatic selection and list props needed for a video production	4. Teacher-directed activity with class readings
5. Define the related vocabulary	5. Vocabulary list

Vocabulary

cyclorama	obtrusive
infinity	patterns
cove	flats
softwall	hardwall
risers	skeletal

Common Core Competencies

Upon completion of this unit, students should be able to:

1. follow written directions
2. define and use words
3. communicate ideas within a group in an organized manner
4. operate equipment from predefined procedures
5. develop an appreciation for original ideas, objects and processes.

Unit IX — Directing

Time Allotment — Two weeks

Overview — The job of directing a studio production is a complicated one requiring coordination of many simultaneous events. The director must supervise and plan every aspect until the project is completed.

Unit Outline

A. Blocking and rehearsal

1. floor plan
2. working with the script

B. Communications

1. camera crew
2. audio
3. switcher
4. talent

C. Video aesthetics

1. visualizing
2. pacing
3. timing

Performance Objectives

Upon completion of this unit, each student will be able to:

1. read a script
2. make a storyboard
3. choose appropriate shots
4. evaluate sequences
5. coordinate all elements of a show.

Student Learning Activities	Resources
1. Direct a short production with opening and closing sequences	1. Existing facilities and personnel
2. Make a studio floor plan	2. Existing facilities
3. Direct a simple unscripted interview	3. Existing facilities and personnel
4. Rehearse, block and direct a scripted program	4. Existing facilities and personnel
5. Interview professionals working in television production	5. Visitation to a television facility

Vocabulary

MCU	zoom	pan
CU	tilt	dolly
XCU	fade	truck
cue	cut	dissolve
wide shot	take	jump cut
action axis		

Common Core Competencies

Upon completion of this unit, students should be able to:

1. express original ideas through various media
2. have the ability and willingness to assume responsibility
3. identify and formulate problems and propose solutions
4. communicate ideas within a group in an organized manner.

Unit X — The Producer

Time Allotment — Two weeks

Overview — The producer is the most essential person of all the behind the scene video production personnel. From selecting the script and arranging the financing through production and distribution of the film, the producer is involved. In some smaller projects, the producer may also assume additional rules like direction.

Unit Outline

A. Selection of the project

1. script or property
2. economic few ability

B. Financing

1. tentative budgeting
2. sources of possible funding

a. grants
b. loans
c. stock issues/partnerships

3. production specifications

a. production planning
b. scheduling

4. final budget and financing

C. Personnel

1. selection and hiring

a. director
b. writers
c. cast

2. negotiation of contracts

a. agents
b. trade and craft unions

D. Guiding the production

1. troubleshooting

E. Marketing the film

1. distribution
2. advertising
3. other markets

Performance Objectives

Upon completion of this unit, each student will be able to:

1. identify several sources of possible scripts, properties or ideas for a video project
2. identify the most common sources of funding for a video production project
3. prepare a budget that includes the estimated cost for a video production project
4. identify the personnel and their responsibilities needed for a video production project
5. Develop the marketing and advertising campaign that will insure the planned production is adequately funded.

Student Learning Activities	Resources
1. Read a job description of a producer	1. Encyclopedia of Career
2. Read and discuss the skill necessary for being a video producer	2. Occupational Outlook Handbook
3. Review the best seller list for possible video projects	3. School library
4. Review and discuss events of the past year as possible video projects	4. School library
5. Estimate the time and personnel needed for the project	5. Class discussion
6. Prepare a budget estimating sheet with a total estimated cost	6. Worksheet from "Today Video"
7. Invite a banker in to discuss the bank's requirements for a loan	7. Community resource
8. Review the requirements for government competitive requirements	8. State Department of Education for proposals (RFP)

9.	Invite a financial consultant in to discuss taxes	9. Community resources
10.	Discuss and develop specific production specifications so requests for bids can be sought	10. Local Business Manager "Request for Bid" proposal
11.	Develop a sample production schedule to cover a one-week period	11. Class discussion/activity
12.	Identify the personnel needed for the video production project planned	12. Class project/review of script
13.	Draw up the job specifications, duties, and responsibilities for planned personnel	13. Occupational Outlook Handbook
14.	Invite a craft or trade union representative to discuss hiring practices of union personnel	14. Trade publications or yellow pages
15.	Role play a negotiation between the producer and trade union or agent to develop a contract	15. Teacher-directed activity
16.	Develop a typical contract for use with the video production personnel to be employed	16. Local company or trade union
17.	Discuss and develop a marketing program to successful distribute the finished project	17. Local advertising agency or school
18.	Prepare advertising posters or materials to promote the distribution of the finished project	18. Art department
19.	Identify some post-screening sources of distribution, revenue or use of the product	19. Local Cable Company representative

Vocabulary

producer	limited partner
assistant producer	prime rate
partnership	craft union
general partner	labor negotiation

Common Core Competencies

Upon completion of this unit, students should be able to:

1. gather, analyze, synthesize and evaluate information pertinent to the problem

2. use critical and creative thinking skills to respond to unanticipated situations and recurring problems.

Unit XI — Electronic Editing

Time Allotment — Two weeks

Overview — This unit covers electronic editing using two VCRs and an external control unit. Assemble and insert editing are explained. Time needs to be allowed for hands-on experience.

Unit Outline

A. Assemble or assembly editing

1. set up of equipment

a. type of VCRs needed
b. remote control unit
c. connections and connectors

2. source machine

a. control track
b. video
c. audio

3. edit machine

a. formatting a blank tape
b. recording selected sequences

B. Insert editing

1. purpose or inserts
2. video

a. control track
b. length

3. audio

a. channels
b. background music and sound effects
c. voice-over narration

C. Special equipment

1. time code generator
2. AB rolls

Performance Objectives

Upon completion of this unit, each student will be able to:

1. state the advantages of electronic editing
2. identify the difference between assemble and insert editing
3. list the steps in doing an assemble edit
4. list the steps in doing an insert edit
5. perform electronic edits using the two methods.

Student Learning Activities	Resources
1. View a videotape and identify and analyze types of edits	1. Class activity
2. Read and discuss electronic editing	2. Text and handouts
3. Fill out log sheet for raw footage shot in earlier units or supplied by the teacher	3. Class activity
4. Assemble edit a short sequence using raw footage and log sheet from Activity #3	4. Group activity
5. Insert edit tape from Activity #4 (video and/or audio)	5. Group activity
6. Add a second channel to tape produced in Activity #5	6. Group activity
7. Define related vocabulary list	7. Vocabulary list

Vocabulary

assemble edit
insert edit
flying erase head
SMPTE time code
AB roll
channel 1 and 2
remote control
time code
time base corrector

Common Core Competencies

Upon completion of this unit, students should be able to:

1. participate actively in reaching group decisions
2. engage in oral discussions
3. ask and answer questions correctly and concisely
4. follow written and oral directions
5. understand the implications of existing and emerging technologies on our society and our quality of life
6. gather, analyze, synthesize and evaluate information pertinent to the problem.

Unit XII — Electronic Journalism and Research

Time Allotment — Two weeks

Overview — A major emphasis of the video technology field is on reporting and researching current happenings. This unit provides basic skill in journalistic style and research approaches.

Unit Outline

A. Occupation possibilities in ENG (electronic news gathering)

1. news gathering
2. assignment editor
3. director
4. producer
5. video editor
6. writer
7. reporter
8. photojournalist
9. technicians

B. Types and elements of broadcast news reporting

1. hard news feature

   a. the lead
   b. actuality
   c. reverse questions
   d. closing

2. spot news

   a. identifying the official source
   b. shaping the story
   c. clarity of expression

C. Researching

1. library

   a. files
   b. reference works
   c. data banks

2. building a personal file
3. primary research
4. using the five Ws
5. logging documentation on research

D. Writing the news for broadcast

1. rules

   a. team effort
   b. simplicity and ease of understanding
   c. conversational style
   d. text for clear delivery

2. stylistic elements

   a. mechanics
   b. grammar
   c. conversational tone
   d. split-page format
   e. drafting and revision

3. voice-over

   a. direct narrative
   b. indirect narrative
   c. the sound bite

4. bumpers and teasers

Performance Objectives

Upon completion of this unit, each student will be able to:

1. identify occupation possibilities in ENG
2. explain the different kinds of broadcast news reporting
3. use research techniques
4. write an appropriate script for a news broadcast
5. produce a piece of ENG for broadcast.

Student Learning Activities	Resources
1. Read or hear about ENG occupation opportunities	1. Guest speaker, class trip to professional studio
2. View and discuss a sample of broadcast ENG	2. Class activity, TV viewing
3. Write about and discuss research done for ENG	3. Primary and secondary research, class activity

4. Write a script and produce a segment of video news	4. Class and studio activity
5. Define the related vocabulary	5. Vocabulary list

Vocabulary

photojournalist	lead	library files
secondary research	documentation	narrative
accuracy	objectivity	hard news
spot news	primary research	five Ws
split-page format	sound-bit	credibility
truthfulness		

Common Core Competencies

Upon completion of this unit, students should be able to:

1. interpret literally and inferentially
2. gather information from primary and secondary sources
3. recognize and use inductive and deductive reasoning
4. distinguish between fact and opinion.

Unit XIII — Advanced Projects

Time Allotment — Six weeks

Overview — Just as in the first year, the advanced projects should be an ongoing, as well as, a culminating acvtivity. The projects require a synthesis of all theory and practicum knowledge. The advanced projects provide a wider range of choice as to form and content, but require research and wider audience sharing of the completed product. Advanced projects should serve a useful purpose for some community or school need.

Unit Outline

A. Establish a production team

1. identify individual interest and skill levels
2. define responsibilities and roles

B. Plan the project

1. establish goals and objectives

a. determine the purpose
b. identify the audience

2. scripting and storyboarding

a. determine production needs
b. establish a time plan

3. establish and research content

C. Production
D. Postproduction edit and possible reshooting
E. Broadcast
F. Evaluation according to established criteria

Performance Objectives

Upon completion of this unit, each student will be able to:

1. identify their roles in production
2. select a form, content, purpose and audience for their project
3. break down the project into its components for purpose of planning and scheduling

4. relate skills learned from the previous units to the production of the project
5. write a discussion of the research done for their project
6. show their project to a defined audience
7. evaluate their own and other projects according to established criteria.

Student Learning Activities	Resources
1. Review notes and materials from previous units	1. Student activity
2. Research additional information needed for the project	2. Interview an expert, site visitations, video programs, school/public library, film libraries
3. Explore community and school video needs	3. Museums/art displays, public access station, competitions, classrooms, school functions, community organizations
4. Plan a schedule of production	4. Classroom activity
5. View filmed examples of projects similar to theirs	5. Classroom activity, film rental
6. Discuss the project's progress, problems and plans with team members and instructor	6. Group activity
7. Use all the equipment and theory provided for studio production	7. Studio activity, teacher assistance
8. Complete an edited product of video technology, meeting the needs of community/school	8. Content of course
9. Write a description of their content research	9. Primary/secondary research
10. Broadcast their project	10. Studio, public access TV
11. Write an analysis of their project and other projects	11. Classroom activity, established criteria

Vocabulary

All previous vocabulary lists

Common Core Competencies

1. gather information from primary and secondary sources
2. operate equipment from predefined procedures
3. express original ideas through various media
4. have the ability to engage in interpersonal relationships
5. identify and formulate problems and propose solutions
6. have the ability and willingness to assume responsibilities.

Unit XIV Developing Employment Skills

Time Allotment Two weeks

Overview Having developed technical and communication skills, it is equally important to be able to apply these skills in the workplace. This unit will help develop supporting materials like the cover letter, resume and a marketing program for the most important product, the job seeker.

Unit Outline

A. Establishing an employment goal

1. self-assessment

a. values
b. interests
c. abilities
d. skills

2. career exploration

a. video production personnel interviews
b. occupational research
c. on-site visitations

B. Developing the employment plan

1. identification of potential employers

a. employment agencies
b. job service
c. trade publications
d. direct contact

C. Employment process

1. preparation

a. cover letter
b. application forms
c. resume

2. interview

a. references
b. role
c. follow up

Performance Objectives

Upon completion of this unit, each student will be able to:

1. identify their values, interests and aptitudes and relate them to video production occupations
2. identify a tentative occupational objective that considers the student's interests, values and aptitudes
3. identify the resources to be used in selecting the potential employers of video production personnel
4. write a cover letter stating the student's interests and background in a video production occupation
5. develop a resume that indicates the student's background and skills in video production and communications
6. demonstrate the student's preparation for an employment interview by participating in a role-play interview.

Student Learning Activities	Resources
1. Read chapter or unit on goal setting	1. Textbook
2. Complete an occupational interest survey	2. COPS or OVIS
3. Complete a profile of the interest survey results	3. Interest Survey Profile form
4. Complete a values appraisal scale	4. Student workbook "World of Work"
5. Discuss the relationship between a person's personal values and the requirements or demands of a career in video production	5. Class discussion
6. Ask a video production worker to discuss those aspects of his/her job that provide job satisfaction	6. Community resource
7. Use printed resources to locate potential employers of video production personnel	7. School library
8. Write a letter of application (cover letter) to a potential employer of video production personnel	8. Text or student workbook

9.	Develop a resume	9. Text or student workbook
10.	Identify possible interview questions that may be asked of applications for a video production position	10. Classroom discussion
11.	Invite a personnel officer in to discuss interview techniques	11. Community resource
12.	Show a video on interview techniques	12. Instructional materials library
13.	Role play an interview with one student acting as the interviewer and another as the applicant	13. Class exercise
14.	Write a follow-up letter to an employer who had interviewed the student	14. Class exercise
15.	Define the related vocabulary	15. Class exercise

Vocabulary

aptitude	cover letter
skills	resume
values	occupational handbook
tentative goal	encyclopedia of careers
COPS	self-assessment

Common Core Competencies

Upon completion of this unit, students should be able to:

1. consider the range of occupations that will be personally satisfying and suitable to his/her skills, interests and aptitudes

2. identify, continue or pursue the education and training necessary for his/her chosen career/vocation.

Unit XV — New Technology

Time Allotment — Two weeks

Overview

As students have learned in previous units, video production is based on the use of electronics. Because of the rapid rate of electronic advancement, it is difficult to predict what will be available and in use during the next decade. In the fast-changing electronics market, even the latest product may be outmoded by a new wonder just a year or two away. We are confronted with many "buzz-words" such as stereo TV, Super VHS videocassettes, compact discs, digital audiotape, Dolby surround sound, sonic holography, and CD ROM. Some may die like the quadraphonic stereo of the 1970's but these terms and others to come will effect the student's lives. As teachers, we must provide students with the opportunity to learn what is becoming available even if the school doesn't have it. Therefore this unit must be flexible enough to include technology not available at the time this guide was written.

Unit Outline

A. New equipment

1. TVs
2. VCRs
3. cameras
4. audio devices
5. computers
6. special equipment

B. New techniques

1. recording
2. playback

Performance Objectives

Upon completion of this unit, each student will be able to:

1. research information on new technology
2. explain their research to the class.

Student Learning Activities	Resources
1. Find information on new technology and equipment	1. School library, PBS broadcasts
2. Do a report or a demonstration on one new technology or piece of equipment	2. Class activity
3. Invite a video salesperson in to discuss new developments in the field	3. Community resource
4. Contact equipment dealers to obtain literature and/or demonstration of new equipment	4. Class activity, class trip

Vocabulary

A vocabulary list would be developed based on the student learning activities

Common Core Competencies

Upon completion of this unit, students should be able to:

1. understand the implications of existing and emerging technologies on our society and our quality of life, including personal, academic and work environments
2. adapt reading skills to differing types of materials
3. present a report, citing sources of information
4. communicate ideas within a group in an organized manner.

LIST OF RESOURCES

The following is a list of resources that the committee found helpful in preparing this curriculum guide. The list is arranged alphabetically by title for ease of locating information on a particular topic. As technology changes, new resources will become available and should be added to the list.

Air Time: Inside Story of CBS News. Gates, Gary Paul
New York: Harper and Row, 1978

Amateur Photographer's Handbook, The. Sussman, Aaron
New York: Thomas V. Crowell Co., 1973

Audio Production Techniques for Video. Huber, David
Indianapolis: Howard W. Sams, 1987

Behind the Camera. Kuhns, William and Giardino, Thomas F.
Dayton: Pflaum/Standard, 1970

Black and White Photography: A Basic Manual. Horenstein, Henry
Boston: Little, Brown, 1974

Censorship of the Movies. Randall, Richard S.
Madison: University of Wisconsin Press, 1968

Communicative Arts: An Introduction to Mass Media. Steinberg, Charles S.
New York: Hastings House, 1970

Documentary: A History of the Non-Fiction Film. Barnouw, Erik
New York: Oxford University Press, 1974

Electronic Connections. Clifford, Martin
Englewood Cliffs: Prentice Hall, 1987

Elements of Film. Bobker, Lee
New York: Harcourt Brace, 1969

ENG: Television News and the New Technology. Yoakam, Richard D. and Cremer, Charles F.
New York: Random House, 1985

Exploring Careers in Cable T.V. Berlyn, David
New York: Richard Rosen Press, Inc., 1986

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New York: Richard Rosen Press, Inc., 1985

Family of Man, The. Steichen, Edward
New York: Museum of Modern Art, 1955

Film and Reality, An Historical Survey. Armes, Roy
London: Penguin Books Ltd., 1975

Filmmaking (Petersen's Guide). Derks, Mik and Poster, Steve
Los Angeles: Petersen Publishing, 1977

Filmmaking for Beginners. Horvath, Joan
Nashville: Thomas Nelson Inc., 1974

Golden Age of Television. Wilk, Max
New York: Delacourte Press, 1976

Great Television Heroes, The. Glut, Donald R. and Harmon, Jim
Garden City: Doubleday & Co., 1975

Hidden Persuaders, The. Packard, Vance
New York: Pocket Books, 1980

Home Video Made Easy. Muse, Ken & Muse, Dave
Englewood Cliffs: Prentice Hall, 1986

Introducing the Single-Camera VTR System. Mattingly, Grayson and Smith, Welby
New York: Chas Scribner's, 1973

Journalism Today! Ferguson, Donald and Patten, Jim
Lincolnwood: National Textbook Co., 1986

Make Your Own Professional Movies. Goodwin, Nancy and Manilla, James N.
New York: MacMillan, 1972

Making of King Kong. Goldner, Orville and Turner, George E.
New York: Ballantine Books, 1975

Making the Media Revolution. Weiner, Peter
New York: MacMillan, 1973

Media in America, The. Tebbel, John
New York: Thomas V. Crowell Co., 1974

Media Literacy: Thinking About. Houk, Annelle and Bogart, Carlotta
Dayton: Pflaum, 1974

Media Monopoly, The. Bagdikian, Ben H.
Boston: Beacon Press, 1983

Media Reader, The. Valdes, Joan and Crow, Jeanne
Dayton: Pflaum, 1975

Media Works, The. Valdes, Joan and Crow, Jeanne
Dayton: Pflaum, 1973

Medium is the Rear View Mirror, The. Theall, Donald F.
Montreal: McGill-Queen's Univ. Press, 1971

Movie and Videotape Special Effects. Brodbeck, Emil
New York: American Photographic Book Pub., 1968

Movie Magic: Special Effects in the Cinema. Brosnan, John
New York: New American Library, 1976

Moving Image, The. Gessner, Robert
New York: E.P. Dutton, 1968

Moving Picture Book. Kuhns, William
Dayton: Pflaum, 1975

National Geographic Photographer's Field Guide. Moldvay, Albert
Washington: National Geographic Soc., 1981

On Location. Office of Instructional Services, Department of Education, State of Hawaii
Lincoln: Great Plains National TV Lib., 1985

Photo Technology. LaCour, Marshall & Lathrop, Irvin T.
Chicago: American Technical Society, 1977

Photography. Davis, Phil
Dubuque: Wm. C. Grown, 1982

Photography for Visual Communicators. Kemp, Weston D.
Englewood Cliffs: Prentice-Hall, 1973

Photography: A Handbook of History, Materials, and Processes. Swedlund, Charles
New York: Holt, Rinehart and Winston, 1974

Professional Video Production. Wiegand, Ingrid
White Plains: Knowledge Industry Pub., 1985

Responsibility In Mass Communication. River, William L. et al
New York: Harper and Row, 1980

Scholastic's Literature of the Screen: Men and Women. Maynard, Richard
New York: Scholastic Book Services, 1974

Scripting for Audiovisual Media. Swain, Dwight
Boston: Focal Press, 1981

See No Evil. Vizzard, Jack
New York: Simon and Schuster, 1970

Single Camera Video Production. Fuller, Barry and Kanaba, Steve
Englewood Cliffs: Prentice Hall, 1982

Small-Studio Video Tape Production. Quick, John and Wolff, Herbert
Reading: Addison-Wesley, 1972

Special: Fred Freed and the Television Documentary. Yellin, David
New York: MacMillan, 1973

Speech: Exploring Communication. O'Connor, J. Regis
Bowling Green: Prentice Hall, 1984

Student Journalist and Mass Communication, The. Adams, Julian
New York: Richard Rosen Press, Inc., 1981

Subliminal Seduction. Key, Wilson Bryan
New York: New American Library, 1972

Succeeding in the World of Work. Kimbrell, Grady
Encino: McKnight Publishing, 1986

Talking Tombstones and Other Tales of the Media Age. Gumpert, Gary
New York: Oxford University Press, 1987

Technique of Special Effects in Television, The. Wilkie, Bernard
New York: Communication Arts Books, 1977

Technique of Television Production, The. Millerson, Gerald
New York: Communication Arts Books, 1968

Television Producing and Directing. Blumenthal, Howard
New York: Barnes and Noble, 1987

Television Production (2nd Ed.). Wurtzel, Alan
New York: McGraw Hill, 1983

Today's Video Equipment, Setup, and Production. Utz, Peter
Englewood Cliffs: Prentice Hall, 1987

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Lincolnwood: National Textbook Co., 1986

Understanding Media: The Extensions of Main. McLuhan, Marshall
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